



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5397	Supervision Internship	15 Hours

Description of the Assignment/Performance Tasks (see Appendix I)	Supervision Internship: Assess progress, revise plans, and prepare for second part of the 18 month long internship.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained 	<p>Throughout the past several years, I have had numerous opportunities to practice and implement effective leadership skills. On numerous occasions, I have been told that I was a natural leader and I should become a principal. After reviewing my PISE and ETLISE in EDLD 5397, I have become empowered by the high ratings that I received on them.</p> <p>My site supervisor noted that I could gain more experience with SBDM this year. She also was enthusiastic about implementing project-based learning. We discussed the enthusiasm and empowerment that my internship activities have created on our campus. We are both looking forward to implementing more of my internship activities that will assist our campus with technology and academic improvement.</p> <p>My high ratings and success can be attributed to my experience as a Campus Instructional Leader, Technology Integration Mentor, Campus Test Coordinator, In-School Suspension Coordinator, Destination Imagination Manager, and Lamar Intern. I also attribute my success to those who have mentored me and shared their enthusiasm about education. My current success has motivated me to continue with my life-long learning.</p> <p>Developing my personal goal statements and evaluating our</p>

<p>from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p>	<p>campus <i>vision</i> was very insightful. I think my campus fails to articulate its <i>vision</i>. The <i>vision</i> is in our Campus Improvement Plan (CIP) and posted on classroom walls, but it is not implemented nor shared by all stakeholders. Our mission statement outlines our <i>vision</i>: Provide quality education that will maximize the academic, physical, and social growth for each student in a positive, supportive environment conducive to learning. I learned that “developing a vision in isolation can mean that those who were left out of the process will not buy into it” (Peterson, 1995, Implementation pitfalls, para. 1).</p> <p>During our class discussions, Christopher mentioned the STEM Academy; it made me think about the numerous ways they offer training. The STEM Academy has a multitude of training opportunities for principles, educators, counselors and other staff members that is delivered in various formats. I think their approach to training is what all districts should adopt. My school district has recently begun offering our required professional development in a variety of formats. Last year was the first time that I have seen my campus not grumble about sitting in boring professional development classes.</p> <p>In <i>The Road to School Improvement</i> Elmore and City spoke about data and how to sustain improvement. Elmore and City (2007) stated, “The evidence is trying to tell us something about what we are doing, and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next” (p. 3). I think this quote can apply to more than just data. I think it applies to student engagement, strategies, methodologies, school climate, and culture.</p> <p>During this internship, I have been most surprised by the staff’s resistance to change and work as one entity. Our campus has many people who look out for themselves and who half-heartedly implement new concepts. We have a lot of “compliance” not “commitment”. Someone’s victory and hard work would be someone’s opportunity to talk negatively about that person. Originally, it reminded me of the “don’t hate, appreciate” or “don’t hate, imitate” slogans. I think as a campus we have grown this year and we are slowly becoming more united, but we still have a lot of work to do.</p> <p>Elmore, R. F., & City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>. 23(3), 1-3.</p> <p>Peterson, K. (1995). <i>Critical issue: building a collective vision</i>. Manuscript submitted for publication, North Central Regional Educational Laboratory, University of Wisconsin-Madison, Madison, Wisconsin. Retrieved on</p>
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<p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>May 27, 2011 from http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm</p> <p>Rosenholtz, S. (1989). <i>Teacher's workplace: The social organization of schools</i>. New York: Longman.</p>
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